EDU 221

Spring 2013

Curriculum Instruction Assessment (CIA)

MI Reflections – Chapter 1

In Chapter 1, of *Multiple Intelligences in the Classroom*, the author Thomas Armstrong outlines the history, guiding principles and components of Gardner’s *Multiple Intelligences (MI)* theory. Intelligence, prior to Gardner’s theory, was often based on an assessment criteria devoid of context. Gardner’s MI theory challenged these previously held notions about intelligence, arguing instead that intelligence is found in the ability to problem solve, and to create products within a “context-rich and naturalistic setting” (Armstrong, 2009).

Eight different intelligences outline the framework for the theory of Multiple Intelligences: Linguistic, Logical/Mathematical, Spatial, Bodily-kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalistic. While the word “intelligences” suggests a single gift or aptitude for a given area, Gardner’s theory submits that each person possesses all of these intelligences, or abilities, but that some have developed more than others. This is not to say that a person cannot develop upon areas in which they are deficient. In fact, quite the opposite is true. According to the text, most people can improve their abilities in each of the intelligences provided they have access to appropriate learning opportunities and environments.

This chapter really highlights just how diverse my future classroom will be. Since every student possesses all eight intelligences to some degree, I am likely to never encounter two students with the exact same multiple intelligence configuration. While this notion is a little intimidating, it is also quite exciting. The author mentions that it is possible for individuals to improve in all areas. As a future teacher, I think this is wonderful news. I’d love to be able to find ways to help all my students develop, not only the intelligences they show an aptitude it, but also the ones that are less developed.